

Exercise books work sample

Designed for teachers to rate **themselves** on a scale of 0 to 10, where 10 is 'perfect' and 0 is the opposite...

	Aspect of exercise books: 1 Marking and Comments	Score	What would move your self-assessed score up the scale?
1a	Is there evidence that the teacher is checking all the written work¹ in this exercise book? <ul style="list-style-type: none"> <input type="checkbox"/> Apart from possibly the last two weeks work, is there at least a tick on every page? <input type="checkbox"/> Is the teacher being consistent in using a consistent coloured ink? <input type="checkbox"/> Is the ticking in a predictable place at the bottom left of the page? <input type="checkbox"/> Is there evidence that almost every piece of work has been marked at a question level by the teacher, the pupil or their peers? <input type="checkbox"/> Are errors or deficiencies, particularly repetitive ones spotted and challenged? 		
1b	Is there evidence that the teacher is helping students review their own performance² through self-assessment? <ul style="list-style-type: none"> <input type="checkbox"/> Is there abundant evidence of pupils marking their own work in a consistent manner? <input type="checkbox"/> Does this self-marking include corrections as well as ticks and crosses? <input type="checkbox"/> Are there occasional examples of students writing comments on what went wrong or how to improve? <input type="checkbox"/> Are there examples of students doing corrections independently? 		
1c	Is there evidence that the teacher is using comment-based marking³ on a regular⁴ basis? <ul style="list-style-type: none"> <input type="checkbox"/> Are written comments used regularly on key pieces of work? <input type="checkbox"/> Do these comments relate to the learning objectives? <input type="checkbox"/> Are only a small minority of comments related to unspecific praise or presentation? <input type="checkbox"/> Do comments notice when a pupil does something well? <input type="checkbox"/> Do comments offer advice on how to improve against learning objectives, using an "even better if..." feed-forward⁵ frame? <input type="checkbox"/> Do comments sometimes make requests for pupils to take action which <i>could</i> be seen in this book? <input type="checkbox"/> Is there evidence that requests for such action are usually actually carried out by the pupil? <input type="checkbox"/> Is there evidence that the Learning Objective (WALT) or Learning Outcome (WILF) is being shared with pupils in appropriate language in almost all lessons? 		

What examples of good practice stand out? Are there times when the marking or comments were particularly effective? When did things go well?

¹ "Subject teachers will: ... check all written work completed by a student." p56 of the 2009-2010 EPCHS school handbook

² "Subject teachers will: ... help students review their own performance in their subject, encouraging self-assessment." *ibid.*

³ "Subject teachers will: ... use written comments on key pieces of work to inform students of their progress against stated targets and where the student needs to go next in their learning." *ibid.*

⁴ At the time of writing, (December 2012) we have an expectation that this would happen at least once a month and probably once per fortnight for every pupil.

⁵ 'feed-forward' is AfL jargon for advice that changes how the pupil acts in the future. (As opposed to feed-back which describes how something was done in the past.) An example citation at <http://www.northumbria.ac.uk/sci/central/ar/its/enhance/assessment/enhance/teaching/teaching/>

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Rate yourself on a scale of 0 to 10, where 10 is 'perfect' and 0 is the opposite...

	Aspect: 2 Pupil achievement and enjoyment	Score	What would move your self-assessed score up the scale?
2a	Is there evidence that the pupil is taking pride in their work in this exercise book? Is the presentation policy⁶ being followed? <ul style="list-style-type: none"> <input type="checkbox"/> Is the book in good condition and free from graffiti? <input type="checkbox"/> Is the work presented in blue or black ink, with pencil and red pen used as appropriate? <input type="checkbox"/> Is there evidence that the pupil has maintained their best handwriting throughout the book rather than it being of inconsistent quality or deteriorating in quality as the year wears on? <input type="checkbox"/> Does each new lesson have a title and date above the top-margin? <input type="checkbox"/> Are diagrams drawn neatly using pencil, rulers and compasses as appropriate? <input type="checkbox"/> Is care being taken to ensure all notes are copied completely and accurately from the board? <input type="checkbox"/> Are errors and omissions in notes challenged? <input type="checkbox"/> Are exercises given clear titles; is the pupil taking the trouble to number questions clearly in the margin; and, where appropriate, write out (parts of) the question and show (appropriate) working? 		
2b	Is there evidence that the pupil is generating adequate work in this exercise book? <ul style="list-style-type: none"> <input type="checkbox"/> Does the book form a full record of the 'learning narrative'? Can you tell what the pupil has been doing for the full hour? <input type="checkbox"/> Are 'ephemeral' unwritten activities such as using ICT, games, discussions, jigsaws or posters noted in books, and perhaps signed-off by the teacher, to show how time is being spent? <input type="checkbox"/> Are separate worksheets and booklets fixed into the book close to the place in the book when they were done wherever possible? <input type="checkbox"/> Is there enough work shown for the time allocated? <input type="checkbox"/> Does the work feel like it is of an adequate quality and challenge and does it show appropriate effort and progress for this pupil? <input type="checkbox"/> Is there any evidence in this book or across books of differentiated provision or tasks? <input type="checkbox"/> In short, can the book provide sound evidence that the pupil has been busy learning throughout any given lesson? <input type="checkbox"/> Is homework evident? <input type="checkbox"/> Is homework regular? <input type="checkbox"/> Is homework appropriate, engaging, and challenging? <input type="checkbox"/> Is there evidence of homework being checked or assessed (by teacher or learner)? 		
2c	Is there evidence that the teacher is checking the quality of literacy, numeracy and scientific communication in the book? <ul style="list-style-type: none"> <input type="checkbox"/> Is there evidence that the pupil is taking care over their written English, spelling and punctuation? <input type="checkbox"/> Is there evidence that the teacher is supporting whole-school literacy by addressing at least some errors in spelling and punctuation following the spelling policy? <input type="checkbox"/> Looking across a range of books, is there evidence that the teacher's notes constitute a good model of the accurate use of English in a technical context, using clear language and accurate spelling? <input type="checkbox"/> Are numbers and mathematical symbols well-formed, following conventions of notation including the use of superscripts and subscripts? <input type="checkbox"/> Are variables consistent (lower or upper case as required) and distinguishable? Is the 'curly x' used instead of 'x', for instance? <input type="checkbox"/> Are errors and misunderstandings in scientific notation almost always challenged by the teacher as part of their marking? <input type="checkbox"/> Is scientific vocabulary clearly introduced and well-defined? 		

⁶ See the school presentation policy for guidance about ink colours, margins, titles, dates, indications of lesson sections, etcetera.

⁷ Examples of possible confusion: i and +; z and 2; x and *; l and 1.